

Florida Educational Leadership Standards¹

Vision – High Performing Leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.

Sample Key Indicators at the Entry Level:

- Can describe how to develop and implement a shared vision and strategic plan for the school
- Works with staff, students, and families to achieve the school’s vision
- Can describe how instructional objectives, curricular goals, and the shared vision relate to each other
- Allows time for the achievement of goals
- Identifies needs that will be targeted in the shared vision and strategic plan
- Communicates the school’s vision, mission, and priorities to the community
- Understands the basic concepts of the change process
- Is aware that external influences have impact upon the school
- Establishes plans to accomplish goals
- Relates the vision, mission, and goals to students
- Understands the effect of having a community of learners working together
- Articulates and reinforces the vision in written and spoken communications

Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Sample Key Indicators at the Entry Level

- Sets annual learning gains, school improvement goals, and other targets for instructional improvement
- Uses data as a component of planning for instructional improvement
- Includes provisions in the instructional program for students with special needs
- Engages staff in ongoing study of current best practices
- Reads research, applied theory, and informed practice related to the curriculum
- Works to create high expectations and standards among the staff, teachers, and community members
- Relates content and instruction to the achievement of established standards by students
- Provides instructional leadership
- Is aware of research on instructional effectiveness and will use it as needed
- Demonstrates knowledge of student performance evaluation
- Has identified skills necessary for the planning and implementation of improvements of student learning
- Assesses the curriculum needs in a particular setting
- Works to relate state standards, the needs of the students, the community, and the goals of the school
- Understands the effect that a positive school culture has on student learning
- Recognizes differences in the staff’s desire and willingness to focus energy on achieving educational excellence
- Identifies teaching and learning needs among the staff and teachers
- Communicates the instructional program to the community, the staff, and district personnel
- Models professionalism, collaboration, and continuous learning
- Understands and recognizes the benefits for students in:
 - balanced reading instruction
 - curriculum integration
 - active teaching and learning strategies
 - standards-based instructional programs
 - the use of technology for instructional purposes
 - aligning classroom assessments to standards

¹ Sample Key Indicators have been developed at three levels – Entry, Experienced, and High Performing. The Standards themselves are written at the High Performing Level. These Sample Key Indicators are focused on the competencies, knowledge, skills, and dispositions of the Entry Level Leader.

Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Sample Key Indicators at the Entry Level:

- Administers policies that provide a safe school environment
- Has a plan for the accomplishment of strategic goals
- Manages the daily operations of the school
- Is aware of the various fiscal and nonfiscal resources for the school including business and community resources
- Manages the school to promote and encourage student learning
- Uses financial resources and capital goods and services to support school priorities
- Uses an efficient budget planning process
- Uses school resources to achieve curricular and instructional goals
- Understands techniques and organizational skills useful in leading and managing a complex and diverse organization
- Plans and schedules one's own and others' work so that priorities and goals can be met
- Conforms to legal and ethical standards in the management of the learning environment

Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members; respond to diverse community interests and needs; work effectively within the larger organization; and mobilize community resources.

Sample Key Indicators at the Entry Level:

- Understands how student and family conditions affect learning
- Identifies opinion leaders in the community and their relationships to the school
- Communicates the school's vision, mission, and priorities to the community
- Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
- Uses shared leadership and decision-making model in the operation of the school
- Identifies resources of families, business and community members that could support the school
- Understands the benefits of having and using a variety of partnerships, coalitions, and network
- Establishes relationships within and external to the school
- Actively engages the community to promote student and school success
- Relies on agencies to connect students to the health, human, and social services they need to stay focused on learning
- Provides opportunities to involve family and community in a broad range of school activities

Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Sample Key Indicators at the Entry Level:

- Establishes goals and targets
- Is developing a set of problem solving techniques and decision making skills
- Understands that events and problems can have a variety of explanations
- Can explain and defend decisions made
- Uses data to inform decisions
- Uses others to assist in the accomplishment of organization goals
- Supports student learning when making curricular and instructional decisions
- Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
- Conforms to appropriate legal standards
- Makes decisions in a timely fashion using the best available information
- Provides opportunities to involve family and community in a broad range of school activities

Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.

Sample Key Indicators at the Entry Level:

- Has skills necessary for interactive and interpersonal situations
- Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
- Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
- Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
- Provides opportunities to involve the school community in a broad range of school activities
- Interacts effectively with diverse individuals and groups
- Conforms to legal and ethical standards related to diversity
- Is perceptive and tactful in dealing with diverse populations
- Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
- Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- Defuses contentious situations
- Has a plan for the hiring and retention of a diverse staff
- Has a plan to develop ways to improve relations with various cultural, ethnic, racial, and special interest groups in the community

Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Sample Key Indicators at the Entry Level:

- Is aware of the technology, telecommunications, and information systems and their uses to enrich curriculum, instruction, and assessment
- Plans for technology integration for the school community
- Works with tech-savvy staff to plan for increased technology usage
- Models the use of technology as a tool in support of both educational and community activities
- Develops an effective teacher professional development plan to increase technology usage
- Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
- Within the available resources, increases access to educational technologies within and beyond the school
- Has a plan for the provision of support to increase the use of technology already in the school/classrooms
- Uses technology to support the educational efforts of staff and teachers

Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment; align the curriculum, instruction, and assessment processes to promote effective student performance; and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Sample Key Indicators at the Entry Level:

- Uses data to assess and monitor school improvement
- Uses multiple sources of data to inform decisions and improvement processes
- Monitors and assesses student progress
- Monitors and assesses the progress of activities
- Demonstrates an understanding of the methods and principles of program evaluation
- Develops and demonstrates skills in evaluating instructional strategies and materials
- Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
- Works with staff to identify strategies for improving student achievement appropriate to the school population

Human Resource Development – High Performing Leaders recruit, select, nurture, and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Sample Key Indicators at the Entry Level:

- Uses multiple data sources in working with teachers to plan for individual professional development
- Utilizes a variety of supervisory skills to improve teaching and learning
- Understands adult learning strategies useful for assisting staff in professional development
- Demonstrates an understanding of the methods and principles of personnel evaluation
- Operates within the provisions of each contract as well as established enforcement and grievance procedures
- Sets high expectations and standards for the performance of all teachers and staff
- Empowers others to achieve personal, professional, and organizational goals
- Connects professional growth plans and professional development to individual teacher and school learning goals
- Understands the processes necessary for use in the hiring and retention of high quality teachers
- Sets expectations that will ensure that all students are engaged in active learning
- Provides opportunities for teachers to think, plan, and work together
- Pursues improvement of his/her own professional development

Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

Sample Key Indicators The Leader at Every Level²:

- Manifests a professional code of ethics and values
- Makes decisions based on the legal, moral, and ethical implications of policy options and political strategies
- Creates, models, and implements a set of values for the school
- Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
- Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
- Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Demonstrates ability to make decisions within an ethical context

² Sample Key Indicators for Ethical Leadership is the same at all three levels. Ethical Leadership Standards are identical for all educational leaders.